

Welcome unit

Step 1 Warm up your brain!

Lesson objectives: **Vocabulary: instructions; Grammar: imperatives**

- 1 Work in pairs. What is Freddie and Freda's message? Read it out, using the verbs in the box.

listen ■ talk ■ write ■ think ■ read

It's important to

1

talk

2

read

3

listen

4

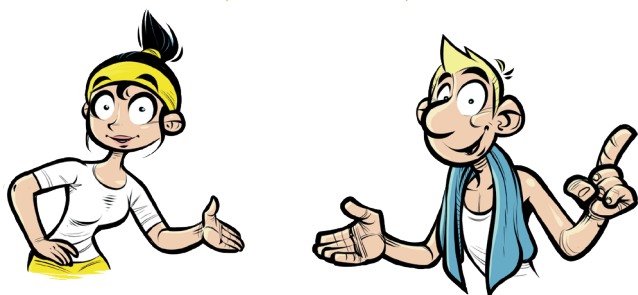
write

and

5

think

in English!



Listening and speaking

- 3 How do you say these instructions in Polish? Write the answers in your notebook.
- 1 Listen and repeat. *Posłuchaj i powtórz.*
 - 2 Listen and rap. *Posłuchaj i powtórz rap.*
 - 3 Listen and read. *Posłuchaj i przeczytaj.*
 - 4 Listen to the dialogue. *Posłuchaj dialogu.*
 - 5 Say ... *Powiedz...*
 - 6 In turns, ask questions and answer them. *Zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.*
 - 7 Work in pairs. Ask and answer the questions. *Pracujcie w parach. Zadawajcie pytania i odpowiadajcie na nie.*
 - 8 Work in pairs. Play ... *Pracujcie w parach. Zagrajcie w...*

Pairs and groups

- 4 Work in pairs. In your notebook, draw pictures that show these instructions.
- 1 Work in pairs.
 - 2 Work in groups.
 - 3 Talk to five students.
- 5 Work in pairs. Choose a page in this book. Try to understand all the instructions on the page.

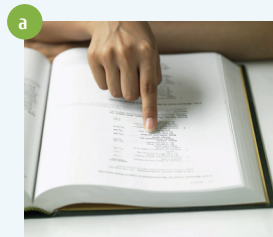
In exercise 1, we listen to the CD.

In exercise 2, we ...

Reading and writing

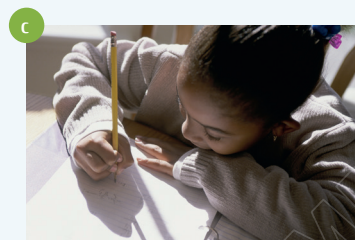
- 2 Read instructions 1–7 and match them with pictures a–g. Write the answers in your notebook.

- | | |
|---|----------------------------------|
| c 1 Write the answers in your notebook. | f 5 Complete the sentences. |
| a 2 Point at ... | g 6 Answer the questions. |
| d 3 Match ... | e 7 Write T (True) or F (False). |
| b 4 Choose ... | |



b 1 His name is / are Joe. 1 is

f 1 They from England. 1 are



- d
- | | |
|----------|--------------|
| 1 apple | a marchewka |
| 2 orange | b jabłko |
| 3 carrot | c pomarańcza |
- 1 b

e 1 True

g 1 Is she happy? 1 Yes, she is.

1 Look at the pictures and find the objects matching categories a–d. Write the answers in your notebook.

a classroom objects (9)

b food (12)

c clothes (8)

d places in a town (6)

	a 	b 	c 	d 	e 	
z	b 	d 	a 	d 	c 	
y	a 	The Revision Game 				d 
x	b 					d 
w	b 					a 
v	d 					c 
u	b 					a 
t	c 	a 	b 	b 	a 	
s	a 	b 	c 	a 	c 	
r	d 	b 	c 	b 	b 	
		q	p	o	n	

2 Work in pairs. Say the colours of the objects in *The Revision Game*. Find these objects and say what they are.

It's pink and blue.

The skirt.

3 In your notebook, write two more words for each category in exercise 1.

Possible answers:

a classroom objects: notebook, board

b food: blueberries, ice cream

c clothes: jacket, trainers

d places in a town: main square, museum

Game

4 Work in pairs. Play *The Revision Game*.

- Podążajcie ścieżką opisaną w punktach I–IV, aby dotrzeć do odpowiednich liter, z których powstanie hasło.
- Zapisać w zeszycie litery z ostatnich pól wymienionych w każdym punkcie.
- Przetłumaczcie hasło na język polski.
- Zwycięża para, która skończy pierwsza.

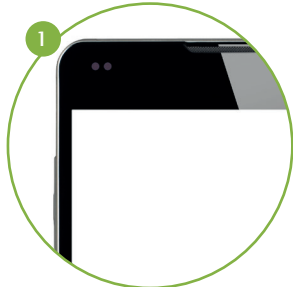
- START: pen, sticky tape, dress, **LETTER: m**
- dress, sticky tape, pen, START, school, trousers, bread, **LETTER: e**
- bread, trousers, pasta, shirt, desk, **LETTER: a**
- desk, pizza, pencil, cheese, bacon, café, cake, T-shirt, **LETTER: t.** meat – mięso

5 Work in pairs. Play *The Revision Game* with other words.

START, ...

Lesson objectives: *Vocabulary: everyday objects, numbers, days of the week;*
Grammar: possessive adjectives, possessive 's, questions with Is it ...? and Whose ...?

1 Look at the pictures and name the objects. Write the answers in your notebook.



smartphone



wallet



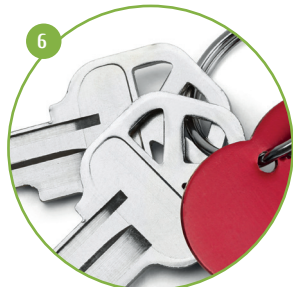
hairbrush



table



charger



keys



memory stick



tissues

Game

2 Work in pairs. Play *The Word Chains*. In turns, say three words from both categories.

1 numbers

Fifteen, sixteen, seventeen ...

... eighteen, nineteen, twenty.

2 days of the week

Wednesday, Thursday, Friday ...

... Saturday, Sunday, Monday.

3 Complete the sentences with *my, your, his, her, our* and *their*. Write the answers in your notebook.

1 It's her chair.

2 It's his notebook.

3 It's their car.

4 It's our dog.

5 It's my desk.

6 It's your pencil.



4 Work in pairs. In turns, point at the objects in exercise 3 and ask questions.

Is it Freddie's pencil sharpener?

Yes, it is.

5 Work in groups of four. Put the objects from your schoolbags on your desk. In turns, ask and answer questions with *Whose ...?*

Whose rubber is it?

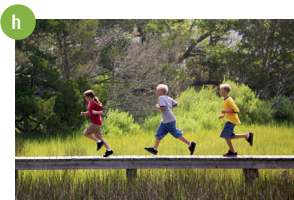
It's Julia's rubber.

1 In your notebooks, complete the sentences with **a, an, or -**.

- 1 I like _ apples.
- 2 I want to eat an apple.
- 3 Try to eat _ tomatoes every day.
- 4 You can eat a tomato as a healthy snack.
- 5 I always have _ carrots in the fridge. In the morning, I put a carrot in my bag.
- 6 Reading _ books is my hobby.
- 7 I always read a book every week.
- 8 I'm reading a very good book at the moment.

2 Match phrases 1–8 with pictures a–h. Write the answers in your notebook.

- | | |
|------------------------|--------------------------|
| <i>h</i> 1 run | <i>b</i> 5 speak Chinese |
| <i>e</i> 2 swim | <i>c</i> 6 speak English |
| <i>f</i> 3 ride a bike | <i>d</i> 7 tell jokes |
| <i>a</i> 4 drive a car | <i>g</i> 8 cook |



Speaking

3 Work in pairs. Read phrases 1–8 in exercise 2 again and say what you can and can't do.

I can run very well.

I can't cook.

4 Walk around the classroom. Talk to three students. Ask each student three *Can you ...?* questions.

Can you drive a car?

No, I can't.

5 Read Freddie and Freda's advice. Choose the correct words. Read it out.

1 **Talk / Don't talk** in English as much as possible!

2 **Talk / Don't talk** in Polish.

3 **Think / Don't think** in English as much as possible!

Are you ready? Let's start!

